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ABSTRACT

The program for gifted and talented students in the Austin Independent School District consists of 126 programs in grades K-12 to develop skills and abilities in academic subjects, music, art, problem-solving, and coping with giftedness. The program has been in effect since 1975. The focus of the evaluation in 1981-82 is the identification of program characteristics and unique features from which subsequent changes can be studied. The evaluation will also provide formative data, e.g., which components of the present program, if any, should be modified or deleted; and whether any components should be added. The relevant evaluation questions and objectives, the information sources to provide evaluation data, and the program information needs are described. Curriculum development and achievement are secondary evaluation interests. (CM)

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OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

EVALUATION DESIGN

1981-82 Program for the Gifted and Talented

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Title: Evaluation Design: 1981-82 Program for the Gifted and Talented

Contact Person: Angela Ladogana, Jonathan Curtis

No. Pages: 16

Summary:

This year's evaluation of the Gifted and Talented Programs in Austin is primarily exploratory in nature. The focus is on the identification of the program's general characteristics and unique features. Curriculum Development and achievement are secondary interests addressed by this design.

EVALUATION DESIGN REVIEW FORM

A copy of relevant portions of this design will be provided to the following persons for review and comment:

Ms. Terry Masters
Coordinator, Program for the Gifted and Talented

Dr. Susan Dollar
Manager for Staff Development, Program for the Gifted and Talented

II A

PROGRAM SUMMARY

The program for gifted and talented students in the Austin Independent School District has been in effect since 1975. This year, the program consists of 126 programs in grades K-12 in various areas of giftedness.

The chief purpose of the program is to develop the skills and abilities of gifted and talented students in:

- academic subject areas
- music
- art
- high-level thinking processes } as applied to problem-solving
- creative productive thinking }
- leadership styles as applied in a variety of settings
- coping with the special problems of being gifted

Specific program objectives are:

- to establish a continuous identification and exiting process, so that students may enter or exit a gifted program at any time throughout the school year.

- to provide administrators, teachers, counselors and librarians with in-depth training and awareness in gifted education.

- to develop curriculum which incorporates high-level thinking and creative/productive thinking skills.

- to develop curriculum for students gifted in leadership/psychosocial abilities.

- to increase parent and community awareness of the goals and activities of the programs for gifted and talented students, so as to facilitate and encourage their involvement.

- to develop an evaluation design so as to determine to what extent program goals, objectives and activities are being achieved.

IIB

EVALUATION SUMMARY

The primary focus of this evaluation is the identification of characteristics and unique features of the Gifted and Talented Programs. Such information will provide a baseline from which subsequent charges can be evaluated.

Secondary interests addressed by the Evaluation Design are Instructional Materials, Community and Parental Involvement, and Staff Development. An additional interest is whether there is any decrease in achievement associated with spending time out of the regular classroom.

III A
DECISION QUESTIONS ADDRESSED

A. Accountability - Level Decision Questions

D1. What program characteristics are relevant and/or required by the funding source?

B. Project - Level Decision Questions

D2. What components of the present District effort, if any, should be modified or deleted? Should any components be added?

III B
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
			Nature of the Program	
D1. What program characteristics are relevant and/or required by the funding source?		June 15, 1982	D1-1 What are the program's general characteristics and unique features? (To include items such as entry/exit criteria; subject/ability areas served, etc.)	Program Plans; documentation from Project Coordinator's Office; Teachers
			Program Components	
			Academic Achievement	
D2. What components of the present District effort, if any, should be modified or deleted? Should any components be added?		June 15	D2-1 Has the program impacted high-level thinking and creative/productive thinking skills? (Pilot programs, Harris, Ortega)	Student performance on pre-post tests: • Torrance Tests of Creative Thinking; Teacher Interview; Student Questionnaire • Other, if available
		June 15	D2-2 Has the program impacted leadership/psychosocial abilities in the elementary and secondary grades? (In pilot programs)	Names on file of students participating in leadership programs; listing of student projects.
		June 15	D2-3 How do students in programs for the academically gifted perform on the District's standardized achievement test.	Achievement test scores • ITBS (Grades 1-8) • STEP (Grades 9-12)

III B
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
			Curriculum	
		June 15	D2-4 What school and community resources are available to the teachers of Gifted/Talented Programs?... Are teachers aware of these resources?... Do teachers utilize these resources?... What materials are most helpful?... What materials are needed?	Teacher Interview; Program Plan; list of resources on file.
		June 15	D2-5 Do students feel that their program has helped them acquire new skills and learn about additional resources in their particular subject area?	Student Interview; Student Questionnaire; Teacher Interview
			Community and Parental Involvement	
			D2-6 In what ways has the program made parents and the community aware of program goals and activities?	Parent Questionnaire; Staff Records.
			D2-7 In what ways do parents and the community interact with school personnel?	Parent Questionnaire; Teacher Interview; Staff Records.
			Staff Development*	
			D2-8 In what ways does the staff support the program?	Staff Interview

III B
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DECISION DATE	DATE NEEDED	RELEVANT EVALUATION QUESTIONS & OBJECTIVES	INFORMATION SOURCES
			D2-9 In what areas does the staff supp[illegible]t the program?	Staff Interview.
			D2-10 What areas of training provided by the program does the staff perceive as most beneficial?	Staff Interview.
			* These questions will be addressed if budget and time constraints allow.	

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IV A

INFORMATION NEEDS

I1. Identification of Gifted and Talented Programs and number of students served by these programs.

I2. How many students entering Gifted and Talented Programs complete the program? How many students exit the program during the year?

I3. How do parents, teachers and students perceive the progress of students in Gifted and Talented Programs?

I4. What nomination and screening devices are being used the most by Gifted and Talented Programs?

I5. General program information and maintenance of student longitudinal files.

IV B

INFORMATION NEEDS OVERVIEW

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	INFORMATION NEED	DATE NEEDED	INFORMATION SOURCES
I1.	Identification of Gifted and Talented Programs and number of students served by these programs.	March '82 June '82	Count of Gifted and Talented Program plans submitted for the 1981-82 school year; Gifted and Talented Program Roster.
I2.	How many students entering Gifted and Talented Programs complete the program? How many students exit the program?	Jan. '82 June '82	Gifted and Talented Program Roster.
I3.	How do parents, teachers and students perceive the progress of students in Gifted and Talented Programs?	June '82	TEA Evaluation Forms GT 4,5,6.
I4.	What nomination and screening devices are being used the most by Gifted and Talented Programs?	Jan. '82	Gifted and Talented Program Plans.
I5.	General program information and maintenance of student longitudinal files.	June '82	Gifted and Talented Program Plans; Gifted and Talented Master File.

V

DISSEMINATION

INFORMATION	DISSEMINATION FORMAT	DATE	PERSONS RECEIVING
1. Evaluation Design for 1981-82	Outline of the 1981-82 Evaluation Design	11/15/81	Program Staff
2. Evaluation Findings 1981-82	a) Final Report b) Final Technical Report	07/01/82	School Board, Program Staff, TEA

VI
INFORMATION SOURCES

INFORMATION SOURCE	POPULATION	EVAL. QUES. REFERENCED	DATE COLLECTED	ANALYSIS TECHNIQUES	REMARKS
(1) Torrance Tests of Creative Thinking	Students in Pilot Programs at Ortega and Harris	D2-1	April '82	Time Series Regression Analysis	
(2) ITBS	Students in Gifted and Talented Programs, grades 1-8	D2-3	April '82	Descriptive Statistics	
(3) STEP	Students in Gifted and Talented Programs, grades 9-12	D2-3	April '82	Descriptive Statistics	
(4) *Teacher Interview	Gifted and Talented Program Teachers	D1-1, D2-1, D2-4, D2-5, D2-7	April '82	Descriptive Statistics	
(5) *Student Questionnaire	Students in Gifted and Talented Programs	D2-1, D2-5	April '82	Descriptive Statistics	
(6) Program Plans	NA	D1-1, D2-4	Dec. '81	Content Analysis and Descriptive Statistics	
(7) Documentation from Project Coordinator's Office	NA	D1-1	May '82	Content Analysis and Descriptive Statistics	
(8) *Parent Questionnaire	Parents of students in Gifted and Talented Programs	D2-5, D2-7	April '82	Content Analysis	
(9) *Staff Interview	Staff in schools with a Gifted/Talented Program	D2-8, D2-9, D2-10	April '82	Content Analysis	
(10) Staff Records		D2-6, D2-7	April '82	Content Analysis	
(11) Listing of Student Projects	Students in Pilot Programs	D2-2	April '82	Content Analysis	
(12) Listing of Resources		D2-4	April '82	Content Analysis	

* To be addressed if budget and time constraints allow.

VII

DATA TO BE COLLECTED IN THE SCHOOLS

A. Students

1. Torrance Tests of Creative Thinking
2. ITBS
3. STEP
* 4. Student Questionnaire

B. Teachers

* 1. Teacher Interview
2. Listing of Student Projects

C. Other

* 1. Staff Interview
2. Staff Records
3. Listing of Resources
* 4. Parent Questionnaire

* Data will only be collected if budget and time constraints allow.

EVALUATION TIME RESOURCES ALLOCATION

ACTIVITY	DIRECTOR	SENIOR EVALUATOR	EVALUATOR	PROGRAMMER	EVALUATION ASSISTANT	SECRETARY
A. Evaluation Design	1	5	15			1
B. Collection of Data						
1. Pre-post tests			1			
2. Torrance Tests of Creative Thinking			1			
3. ITBS			1			
4. STEP			1			
5. Teacher Interview			2			
6. Student Questionnaire			1			
7. Classroom Observation			2			
8. Student Interview			2			
9. Parent Questionnaire			1			
10. Staff Interview			2			
C. Set up and maintenance of data base, longitudinal file	1	6	20	10		
D. Generating Questionnaires and Interview Schedules		1	2			
E. Xeorxing Program Plans						2
F. Analysis of Data	1	5	20	15		
G. Writing Final Reports	2	3	20			15
H. Administrative and Other	2	4	15			5
TOTAL	7	24	106	25		23